

# KidZone Museum Outreach



**Scope of Work**  
**Sierra Nevada Children's Museum**  
**KidZone Museum**  
**July 1, 2007 – June 30, 2008**

**Introduction:**

First 5 Placer will support Sierra Nevada Children's Museum-KidZone Museum to provide services under Strategic Result Area - Improved Child Development (page 14-16) in accordance with the First 5 Placer 2007-2010 Strategic Plan and all First 5 Placer policies. This contract may be renewed annually (2007-2010) based on satisfactory achievement of the outcomes.

**Outcomes:**

1. Increased visitation by underserved children to participate in culturally appropriate early learning activities so that they demonstrate healthy development.

**Strategies:**

- a. Hire a bilingual, Spanish speaking outreach coordinator who will, in accordance with the job description, work to increase participation of the target population, provide bilingual services for children/families visiting the KidZone, and to assist the KidZone in offering culturally appropriate early learning activities.  
Work with other agencies serving the target population to encourage the children/families they are serving to come individually or as part of an organized group to the KidZone.
- b. The KidZone will provide transportation for children/families who need it to visit the KidZone. The KidZone will also provide transportation to other agencies who are able to bring the children/families they serve.
- c. Develop an observation tool and collect performance measurement data to demonstrate healthy child development.

**Performance Measures:**

1. Demographics according to the categories mandated in the First 5 Placer Demographic Tool. In addition the following will be required; number of children served directly, the number of children served indirectly and the number of parents/caregivers served.
2. Rate of visitation by underserved/bilingual children.
3. Number and type of groups transported, including demographics for parents and children.
4. Data from observation tool of children participating in early learning activities.

## Strategies

1. Hire a bi-lingual outreach coordinator.
2. Provide transportation to the KidZone.
3. Develop an observation tool and collect performance measurement data to demonstrate healthy child development.

### Performance Measures:

1. Demographics according to the categories mandated in the First 5 Placer Demographic Tool. In addition the following will be required; number of children served directly, the number of children served indirectly and the number of parents/caregivers served. (go to tool)
2. Rate of visitation by underserved/bilingual children.
- 3 .Number and type of groups transported, including demographics for parents and children. (go to overview-then tool)
4. Data from observation tool of children participating in early learning activities. (go to observations)

## Performance Measure 4

Children and parents observed in the following areas:

1. Space Zone Exhibit
2. Classroom (science)
3. Play Structure

(Infant Area: Not observed this session since most children were in other areas.)

Legend: The numbers (1-8) correlate with the visit.

Number 1 is an observation on first visit and so on.

**Observations - Group Visits**  
**Kings Beach Elementary and NLTFRC**  
**Placer County Learning Conversation**  
**January 28, 2008**

Duration of each observation: 90 minutes

Overview

Period: October 2007 - January 2008

**Total Observations: 8**

\*See Placer demographic tool for statistics.

59 adults / 164 children

Dates	Children under 5	Caregivers
October 23 KB Elementary	40	8
October 30 KBE	37	5
November 6 KBE	43	9
November 8	Cancelled	
November 15 KBFRFC	15	10
November 29 KBFRFC	7	5
December 6 KBFRFC	17	17
December 13 KBFRFC	5	5
December 20	Cancelled - weather	
January 10	Cancelled – no families	

1. Space Zone Observations  Child Development Domains	Please mark with X in appropriate space for each observation.			
	Not Observed	Sometimes	Frequently	All the time
<b>Social</b>				
1. Adults sharing child-directed experience or providing information	7	3 4	1 2 8	5 6
2. Children interacting with another child side-by-side as they play with similar materials	7	4 5 6	1 2 3 8	
3. Children using turn-taking procedures, rules and cues	7	4 5 6	1 2 3 8	
<b>Physical</b>				
Children using large muscles in coordinated way	7		2 4 5 6 8	1 3
Children using fine motor skills for functional and play activities	7	5	2 4 6 8	1 3
Children having sense of balance without support	7	1 4 8	2 3 5 6	
<b>Emotional</b>				
Children taking pleasure in ability to perform exhibit skillfully	7	8	1 2 5 6	4 3
Children offering simple assistance to others when thinks it is needed	7	3 4 6 8	1 2	
<b>Intellectual</b>				
Children actively engaging, pursuing understanding of new materials and activities, and asking questions	7	6 8	1 2 3 4 5	
Children persisting in mastering activity, even if challenging	7	1 5 8	2 3 4 6	
<b>Creative</b>				
Children learning to play with others using role-playing and dramatic play	7		1 2 8	3 4 5 6

2. Classroom Observations (science) Child Development Domains	Please mark with X in appropriate space for each observation.			
	Not Observed	Sometimes	Frequently	All the time
<b>Social</b>				
1. Adults sharing child-directed experience or providing information		2	3	1 4 5 6 7 8
2. Children interacting with another child side-by-side as they play with similar materials		3	2 4 8	1 5 6 7
3. Children using turn-taking procedures, rules and cues	1	5	2 3 4 6 7 8	
<b>Physical</b>				
Children using large muscles in coordinated way	1 3 4 5 6 7	2 8		
Children using fine motor skills for functional and play activities			3 4 5 6	1 2 7 8
Children having sense of balance without support	1 2 3 4 5 6	7 8		
<b>Emotional</b>				
Children taking pleasure in ability to perform exhibit skillfully			1 2 3 4 5	6 7 8
Children offering simple assistance to others when thinks it is needed		4 5 7 8	1 2 3 6	
<b>Intellectual</b>				
Children actively engaging, pursuing understanding of new materials and activities, and asking questions		2	1 3 4 5 7 8	6
Children persisting in mastering activity, even if challenging		1 2 4	3 5 6 7 8	
<b>Creative</b>				
Children learning to play with others using role-playing and dramatic play	3 4 5 6 7 8		1 2	



3. Play Structure area observations	Please mark with X in appropriate space for each observation.			
Child Development Domains	Not Observed	Sometimes	Frequently	All the time
<b>Social</b>				
1. Adults sharing child-directed experience or providing information		2 3	1 8	4 5 6 7
2. Children interacting with another child side-by-side as they play with similar materials		2 5 6	1 3 7 8	4
3. Children using turn-taking procedures, rules and cues		2 5 6	1 3 7 8	
<b>Physical</b>				
Children using large muscles in coordinated way			2 4 5 6	1 3 7 8
Children using fine motor skills for functional and play activities		2 8	3 4 5 6 7	1
Children having sense of balance without support			2 3 5 6 7 8	1 4
<b>Emotional</b>				
Children taking pleasure in ability to perform exhibit skillfully			1 2 4 5 6 7 8	3
Children offering simple assistance to others when thinks it is needed		2 5 6 7	1 3 4 8	
<b>Intellectual</b>				
Children actively engaging, pursuing understanding of new materials and activities, and asking questions	7 8	2 3 5 6	1 4	
Children persisting in mastering activity, even if challenging	8	2	3 5 6 7	4
<b>Creative</b>				
Children learning to play with others using role-playing and dramatic play		3 8	1 2 4 5	6



## **Employment Position: Community Outreach Coordinator & Teacher**

Reports To: Executive Director

### **Overview:**

Coordinator is responsible for outreach efforts to the Latino and rural communities in the North Tahoe area – with special dedication to Placer County residents. This includes organizing special events; creating and translating Museum marketing materials and documents into Spanish; administrative duties; collecting statistics as related to community outreach programs; and developing programs with our community partners – specifically the North Tahoe Family Resource Center and Kings Beach Elementary.

### **Primary Duties:**

- Outreach Latino and underserved families with children under five years of age in order to increase their attendance at the KidZone.
- Attend and provide or develop community meetings that encourage Latino and low-income families to visit the KidZone.
- Translate documents into Spanish.
- Communicate fluently in Spanish with families.
- Complete administrative work regarding outreach to underserved communities – including collection of statistics and grant reporting.
- Develop strong partnerships with social service agencies serving our target audience and develop programs at the Museum that will encourage family participation.
- Develop a relationship with the Town of Truckee and Placer County to assist us in providing adequate transportation to the KidZone.
- Teach bi-lingual classes at KidZone.

### **Desired Skills:**

B.A. in social services, education, early childhood or related field. Fluent in spoken and written Spanish and English. Organized, independent worker with excellent written and verbal skills. Computer skills including Word, Excel, Publisher, email and the internet. Familiarity and experience working with the Latino community in Kings Beach or Truckee a plus.

### **Compensation:**

\$15-20 p/hour, depending on experience. 15-30 hours p/week, depending on skills.

**For more information, contact Carol Meagher, Director at (530)320-5613.**

**KidZone Group Visits Observation Tool**

Who is completing observation tool? \_\_\_\_\_

Date of Observation: \_\_\_\_\_

How long was the observation? \_\_\_\_\_ Minutes

How many children are new to visiting KidZone? \_\_\_\_\_ How many members? \_\_\_\_\_

Group Being Observed: \_\_\_\_\_

Number of Children 5 and under in Group: \_\_\_\_\_

Child Development Domains	Please mark with X in appropriate space for each observation.			
	Not Observed	Sometimes	Frequently	All the time
<b>Social</b>				
1. Adults sharing child-directed experience or providing information				
2. Children interacting with another child side-by-side as they play with similar materials				
3. Children using turn-taking procedures, rules and cues				
<b>Other:</b>				
<b>Physical</b>				
Children using large muscles in coordinated way				
Children using fine motor skills for functional and play activities				
Children having sense of balance without support				
<b>Other:</b>				
<b>Emotional</b>				
Children taking pleasure in ability to perform exhibit skillfully				
Children offering simple assistance to others when thinks it is needed				
<b>Other:</b>				
<b>Intellectual</b>				
Children actively engaging, pursuing understanding of new materials and activities, and asking questions				
Children persisting in mastering activity, even if challenging				
<b>Other:</b>				
<b>Creative</b>				
Children learning to play with others using role-playing and dramatic play				
<b>Other:</b>				